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AUTHOR Readence, John E.; And Others
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ABSTRACT

Integrating the current "state of the art" in content area reading with some new ideas, this book presents preservice and inservice teachers with theory and related teaching strategies to aid students in reading and learning from their textbooks. The book provides teachers with a comprehensive examination of content area reading to make them better teachers of content, rather than teachers of reading. Each chapter in the book opens and closes with an anticipation guide/reaction guide or instructional vignette which offers teachers the opportunity to react to a series of statements or lesson scenario before and after they read about each chapter's concepts. Chapters in the book are: (1) Content Area Reading: A Rationale; (2) The Reading Process; (3) Attitude and Interests; (4) Evaluating and Introducing Textbooks; (5) Vocabulary Strategies; (6) Comprehension Strategies; (7) Writing Strategies; (8) Study Strategies; (9) Assessing Students' Abilities; (10) Accommodating Individual Differences; (11) Computers in the Content Areas; and (12) Textbook Politics. (RS)

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